

ENGLISH

Standards of Learning Sample Scope and Sequence

Grade 1



Commonwealth of Virginia
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Grade 1 English Standards of Learning Sample Scope and Sequence

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Grade 1 English Standards of Learning Sample Scope and Sequence

Preface

As an additional resource to help school divisions develop curricula aligned to the 1995 Standards of Learning, the Virginia Department of Education has developed sample scope and sequence documents for English, mathematics, and science in kindergarten through grade eight and in core high school courses. These sample documents provide guidance on how the essential knowledge, skills, and processes that are identified in the Standards of Learning and the Standards of Learning Teacher Resource Guides may be introduced to students in a logical, sequential, and meaningful manner.

These sample scope and sequence documents are intended to serve as general guides to help teachers and curriculum developers align their curricula and instruction to support the Standards of Learning. Each sample document is organized around specific topics to help teachers present information in an organized, articulated manner. Also included are correlations to the Standards of Learning for that curricular area for a particular grade level or course, as well as ideas for classroom assessments and teaching resources.

The sample scope and sequence documents are not intended to prescribe how curriculum should be developed or how instruction should be delivered. Instead, they provide examples showing how teachers and school divisions might present to students in a logical and effective manner information that has been aligned with the Standards of Learning. School divisions that need assistance in developing curricula aligned with the Standards of Learning are encouraged to consider the sample scope and sequence guides. Teachers who use the documents should correlate the content identified in the guides with available instructional resources and develop lesson plans to support instruction.

Copies of the sample scope and sequence guides are available at <http://www.pen.k12.va.us/VDOE/Instruction/sol.html> in both PDF and Microsoft Word formats. These materials are copyrighted, and all rights are reserved. Reproduction of these materials for instructional purposes in Virginia classrooms is permitted.

Grade 1 English Standards of Learning Sample Scope and Sequence

Introduction


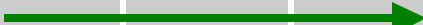
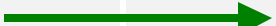
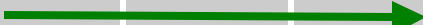
The effective instruction of speaking, reading, and writing improves all students' ability to understand and produce phonemes, graphemes, syllables, morphemes, phrases, sentences, paragraphs, and various genres of text. Effective planning for English instruction requires frequent formal and informal assessments of all students. Knowing the instructional reading and writing level of every student is the key to effective planning. Effective planning balances skills instruction with purposeful and engaging daily opportunities for speaking, reading, and writing for all students, regardless of the skill level of the students.

"Well-designed, controlled comparisons of instructional approaches have supported these components and practices in reading instruction.

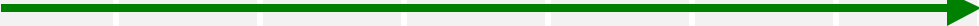


- Direct teaching of decoding, comprehension, and literature appreciation;
- Phoneme awareness instruction;
- Systematic and explicit instruction in the code system of written English;
- Daily exposure to a variety of texts, as well as incentives for children to read independently and with others;
- Vocabulary instruction that includes a variety of complementary methods designed to explore the relationships among words and the relationships among word structure, origin, and meaning;
- Comprehension strategies that include prediction of outcomes, summarizing, clarification, questioning, and visualization; and
- Frequent writing of prose to enable deeper understanding of what is read (Teaching Reading Is Rocket Science, pg. 7-8)."

This first grade sample scope and sequence is based on the essential knowledge, skills, and processes listed under each English Standard of Learning in the Teacher Resource Guide, the list of grade level accomplishments from *Preventing Difficulties In Young Children*, and the grade level expectations from *Reading and Writing Grade by Grade*. Both the grade level accomplishments from *Preventing Reading Difficulties In Young Children*, and the grade level expectations from *Reading and Writing Grade by Grade* were correlated to the English Standards of Learning. This scope and sequence is not intended to be a complete list of the English skills that need to be taught and mastered in first grade nor to prescribe how the content should be taught, but instead organizes key skills and processes around the major English concepts of oral language, decoding, word analysis, fluency, vocabulary, comprehension, and writing. These concepts are taught concurrently throughout the year and across content areas. A direct, systematic approach to teaching these concepts is necessary for all children until they become proficient speakers, readers, and writers.



Kindergarten – Grade 5 English Standards of Learning Sample Scope and Sequence

Organizing Topic	K Fall Semester	K Spring Semester	1 st Fall Semester	1 st Spring Semester	2 nd Fall Semester	2 nd Spring Semester	3 rd Fall Semester	3 rd Spring Semester	4 th Fall Semester	4 th Spring Semester	5 th Fall Semester	5 th Spring Semester
Oral Language												
	K.1d	K.1d	1.1a - d	1.1a - d	2.1	2.1	3.1	3.1	4.1a - d	4.1a - d	5.1	5.1
	K.2a - d, f	K.2a - d, f	1.2	1.2	2.1a, c - d	2.1a, c - d	3.1a - c	3.1a - c	4.2	4.2	5.1a - c	5.1a - c
	K.3a - e	K.3a - e	1.2a - e	1.2a - e	2.2	2.2	3.2	3.2	4.2a - c	4.2a - c	5.2a - d	5.2a - d
			1.3	1.3	2.2c	2.2c	3.2a - e	3.2a - e			5.3	5.3
			1.3a - d	1.3a - d	2.3a - c	2.3a - c					5.3a - d	5.3a - d
Phonological Awareness												
	K.1a, b, d, e	K.1a, b, d, e	1.4									
	K.4	K.4	1.4a - d									
	K.4a - d	K.4a - d										
		K.7b, c										
Letters and Sounds												
	K.6b											
	K.7a	K.7a										
	K.9	K.9										
Concept of Print												
	K.5a - d	K.1a	1.5									
		K.5c - d	1.5a - c									
		K.6										
		K.6a - c										

Kindergarten – Grade 5 English Standards of Learning Sample Scope and Sequence

Organizing Topic	K Fall Semester	K Spring Semester	1 st Fall Semester	1 st Spring Semester	2 nd Fall Semester	2 nd Spring Semester	3 rd Fall Semester	3 rd Spring Semester	4 th Fall Semester	4 th Spring Semester	5 th Fall Semester	5 th Spring Semester
Decoding and Spelling												
		K.11	1.5	1.5	2.4	2.4	3.3a	3.3a				
			1.6	1.6	2.4a - b	2.4a b						
			1.6a - d	1.6a - d	2.6a	2.6a						
			1.9c	1.9c	2.10c	2.10c						
			1.12f	1.12f								
			1.14	1.14								
			1.14b	1.14b								
Word Analysis and Spelling												
			1.6d	1.6d	2.2b, d	2.2b, d	3.3	3.3	4.3	4.3	5.4	5.4
					2.3	2.3	3.3b	3.3b	4.3a - b	4.3a - b	5.4a - b	5.4a - b
					2.4	2.4	3.4	3.4			5.5c, d	5.5c, d
					2.6	2.6	3.4c	3.4c				
					2.6a - c	2.6a - c	3.7f	3.7f				
					2.11c	2.11c	3.8d	3.8d				
Fluency												
			1.6	1.6	2.5b	2.5b	3.4c - d	3.4c - d				
			1.8	1.8	2.6d	2.6d						
			1.9	1.9	2.7c, d	2.7c, d						
			1.9c	1.9c								
			1.10	1.10								
			1.11	1.11								

Kindergarten – Grade 5 English Standards of Learning Sample Scope and Sequence

Organizing Topic	K Fall Semester	K Spring Semester	1 st Fall Semester	1 st Spring Semester	2 nd Fall Semester	2 nd Spring Semester	3 rd Fall Semester	3 rd Spring Semester	4 th Fall Semester	4 th Spring Semester	5 th Fall Semester	5 th Spring Semester
Reading: Vocabulary Comprehension												
	K.1	K.1	1.1	1.1	2.1b	2.1b	3.4a, b	3.4a, b	4.4	4.4	5.5	5.5
	K.1a, c	K.1a, c	1.1a, c	1.1a, c	2.2	2.2	3.5a - h	3.5a - h	4.4a - d	4.4a - d	5.5a, b, d	5.5a, b, d
	K.2a - e	K.2a - e	1.2a	1.2a	2.2a - c	2.2a - c	3.6a - d	3.6a - d	4.5a - f	4.5a - f	5.6	5.6
	K.8a - e	K.5d	1.7a - c	1.7a - c	2.5	2.5	3.10a - c	3.10	4.6	4.6	5.6a - e	5.6a - e
	K.13	K.8a - e	1.8	1.8	2.5a - c	2.5a - c		3.10a - c	4.6a - c	4.6a - c	5.8	5.8
		K.13	1.8a - b	1.8a - b	2.6e	2.6e			4.9a - d	4.9a - d	5.8a - e	5.8a - e
			1.9a - b	1.9a - b	2.7a, b	2.7a, b						
			1.11	1.11	2.8	2.8						
			1.11a - g	1.11a - g	2.8a - g	2.8a - g						
			1.12	1.12	2.11	2.11						
			1.14	1.14	2.11a - c	2.11a - c						
Writing: Usage and Mechanics Composition												
	K.10	K.10	1.12	1.12	2.9	2.9	3.7	3.7	4.7	4.7	5.7	5.7
	K.11	K.11	1.12a - h	1.12a - h	2.9a - d	2.9a - d	3.7a - f	3.7a - f	4.7a - g	4.7a - g	5.7a - f	5.7a - f
			1.13	1.13	2.10	2.10	3.8	3.8	4.8	4.8		
			1.13a - b	1.13a - b	2.10a - c	2.10a - c	3.8a - b, e	3.8a - c, e	4.8a - d	4.8a - d		
					2.11d	2.11d	3.9	3.9				

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Oral Language In first grade, oral language skills are taught and reinforced throughout the year across the content areas. Emphasis continues to be on having the students build and use their listening and speaking vocabularies through participation in oral language activities employing poems, rhymes, songs, and narrative and expository text. This vocabulary growth aids in the development of reading fluency and comprehension as students progress in school. Students also begin to use their oral language skills to gain and explain information.				
Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Oral Language Daily listening and speaking opportunities both formal and informal should be a part of every English program.	Students are expected to:		<ul style="list-style-type: none"> Classroom observations Student interviews Student demonstrations 	<ul style="list-style-type: none"> English SOL Teacher Resource Guide http://www.pen.k12.va.us/VDOE/Instruction/english_resource.html PALS Web site http://curry.edschool.virginia.edu/curry/centers/pals/home.html EIRI Web site http://www.pen.k12.va.us/VDOE/Instruction/Reading/readinginitiative.html Sample English Curriculum CD http://www.pen.k12.va.us/VDOE/Instruction/Reading/reading.html
	<ul style="list-style-type: none"> express themselves in complete sentences 	1.1d		
	<ul style="list-style-type: none"> initiate conversation in a variety of school settings 	1.3a		
	<ul style="list-style-type: none"> sustain two-person conversation 	1.3		
	<ul style="list-style-type: none"> follow rules for conversation, including listening and taking turns 	1.3b		
	<ul style="list-style-type: none"> use voice level, phrasing, sentence structure, and intonation appropriate for the setting 	1.3c		
	<ul style="list-style-type: none"> stay on topic 	1.3		
	<ul style="list-style-type: none"> ask relevant questions in group settings 	1.3d		
	<ul style="list-style-type: none"> learn and use new words encountered in discussions and books that are read aloud 	1.2		
	<ul style="list-style-type: none"> ask for meanings and clarification of unfamiliar words 	1.2b		
	<ul style="list-style-type: none"> begin to use compound words in conversation. 	1.2e		

Grade 1 English Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Oral Language (continued)	Students are expected to: <ul style="list-style-type: none"> • use plural nouns appropriately • use common irregular plural forms such as <i>man/men</i>, <i>child/children</i>, and <i>mouse/mice</i> 	1.2d		
	<ul style="list-style-type: none"> • use words to orally describe actions, people, places, things, and ideas 	1.2a		
	<ul style="list-style-type: none"> • use action words (verbs) including <i>mark</i>, <i>circle</i>, <i>color</i>, and <i>draw</i> to orally give directions • use words of time and position including <i>first</i>, <i>second</i>, <i>next</i>, <i>on</i>, <i>under</i>, <i>beside</i>, and <i>over</i> to orally give directions 	1.2c		
	<ul style="list-style-type: none"> • tell and retell stories and events in logical order by <ul style="list-style-type: none"> ◊ retelling stories orally and through informal drama ◊ dictating retelling of stories ◊ creating their own stories, poems, plays, and songs ◊ indicating first, next, and last events in a story. 	1.1b & c		

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Phonological Awareness In first grade, students' mastery of phonological skills, especially at the phoneme level is reviewed and extended. Explicit instruction allows student to consciously reflect on and manipulate sounds. These skills must be directly taught and practiced. They are then reinforced throughout the language arts curriculum. The phonological awareness concept continuum includes: rhyming songs, sentence segmentation, syllable segmentation and blending, onset-rime blending and segmentation, and blending and segmenting individual phonemes. The ability to segment and blend phonemes facilitates spelling and decoding.				
Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Phonological Awareness Phonemic awareness refers to the ability to identify and manipulate phonological segments in speech-sound units that roughly correspond to an alphabetic orthography. Children who have phonological awareness learn to read more easily than children who don't.	Students are expected to:			
	<ul style="list-style-type: none"> generate words that rhyme with a teacher-given word 	1.4c	<ul style="list-style-type: none"> PALS 1-3 Classroom observations Student interviews Student demonstrations 	<ul style="list-style-type: none"> PALS 1-3 Manual pgs. 82-84 English SOL Teacher Resource Guide http://www.pen.k12.va.us/VDOE/Instruction/eng_resource.html PALS Web site http://curry.edschool.virginia.edu/curry/centers/pals/home.html EIRI Web site http://www.pen.k12.va.us/VDOE/Instruction/Reading/readinginitiative.html Sample English Curriculum CD http://www.pen.k12.va.us/VDOE/Instruction/Reading/reading.html
	<ul style="list-style-type: none"> segment words by saying each sound 	1.4		
	<ul style="list-style-type: none"> count phonemes in simple words or syllables 	1.4a		
	<ul style="list-style-type: none"> blend separately spoken phonemes to make a word 	1.4d		
	<ul style="list-style-type: none"> isolate and manipulate phonemes sort picture cards by beginning and ending phoneme identify whether the medial vowel sound is the same or different in one-syllable words add, delete, or change phonemes to make new words 	1.4		
	<ul style="list-style-type: none"> identify the onset and rime of words. 	1.4b		

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Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Phonological Awareness (continued)				<ul style="list-style-type: none"> Teaching Early Phonological Awareness Skills http://www.pen.k12.va.us/VDOE/Instruction/Reading/reading.html

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Concept of Print In first grade, concept of print skills are reviewed and extended. As they begin to read, students apply their knowledge of directionality of text and their ability to match the spoken word to the print.				
Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Concept of Print Daily opportunities both formal and informal for learning, reviewing, and mastering these skills should be a part of every English program.	Students are expected to: <ul style="list-style-type: none"> track print from left to right and top to bottom track print from one line to the next line (return sweep) 	1.5a	<ul style="list-style-type: none"> PALS 1-3 Classroom observations Student interviews Student demonstrations 	<ul style="list-style-type: none"> PALS 1-3 Manual pgs. 79-84 English SOL Teacher Resource Guide http://www.pen.k12.va.us/VDOE/Instruction/eng_resource.html PALS Web site http://curry.edschool.virginia.edu/curry/centers/pals/home.html EIRI Web site http://www.pen.k12.va.us/VDOE/Instruction/Reading/readinginitiative.html Sample English Curriculum CD http://www.pen.k12.va.us/VDOE/Instruction/Reading/reading.html
	<ul style="list-style-type: none"> match spoken words to print 	1.5b		
	<ul style="list-style-type: none"> identify letters, words, and sentences 	1.5c		
	<ul style="list-style-type: none"> differentiate between letters and words by <ul style="list-style-type: none"> recognizing spaces between words in sentences recognizing that a sentence starts with a capital letter and ends with a period, question mark, or exclamation point locating capital letters in sentences locating periods, question marks, and exclamation points, speech bubbles, and quotation marks. 	1.5		

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Decoding and Spelling

Having developed concept of word and letter-sound correspondence in kindergarten, students in first grade concentrate on learning and integrating basic phonetic principles to decode and encode words. Without decoding and encoding skills students cannot develop fluency and automaticity in reading and writing. Students should use picture and context clues to verify their decoding of unknown words and for the meaning of words. The best way to get children to refine and extend their knowledge of letter-sound correspondence is through repeated opportunities to read text at their independent level. By the end of first grade, students should be able to read easy decodable words and have a sight vocabulary of 300 to 500 words (RWG).

Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Decoding and Spelling The goal of phonics instruction is not that children be able to state rules governing letter-sound relationships. Rather, the purpose is to get across the alphabetic principle, the principle that there are systematic relationships	Students are expected to: <ul style="list-style-type: none"> learn and apply knowledge of consonants and vowels in single-syllable words by <ul style="list-style-type: none"> recognizing beginning and ending consonant sounds separating the sounds in a word blending separately spoken phonemes to make a word learn and apply knowledge of word patterns by <ul style="list-style-type: none"> recognizing CVC and CV word patterns recognizing CVCE word patterns using onsets and rimes to create and read new words that include the <i>l</i> and <i>r</i> blends and the digraphs <i>ch</i>, <i>sh</i>, <i>th</i>, and <i>wh</i> (Note: the specific blends and digraphs taught should be the ones most frequently found in the printed materials used in your division in first grade.). 	1.6a-c	<ul style="list-style-type: none"> PALS 1-3 Classroom observations Student demonstrations Quizzes 	<ul style="list-style-type: none"> PALS 1-3 Manual pg. 80 English SOL Teacher Resource Guide http://www.pen.k12.va.us/VDOE/Instruction/eng_resource.html PALS Web site http://curry.edschool.virginia.edu/curry/centers/pals/home.html EIRI Web site http://www.pen.k12.va.us/VDOE/Instruction/Reading/readinginitiative.html

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Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
<p>Decoding and Spelling</p> <p>(continued)</p> <p>between letters and sounds (Becoming a Nation of Readers pg. 38).</p> <p>A summary of the National Reading Panel (2000) findings showed that systematic phonics instruction helps beginning readers learn and use our alphabetic orthography to read and spell words.</p>	<p>Students are expected to:</p> <ul style="list-style-type: none"> use vowel patterns CVC and CVCe in decoding single-syllable words 	1.6a,b		<ul style="list-style-type: none"> Sample English Curriculum CD http://www.pen.k12.va.us/VDOE/Instruction/Reading/reading.html
	<ul style="list-style-type: none"> use some CVVC vowel patterns in decoding single-syllable words (Note: The specific CVVC vowel patterns taught should be the ones most frequently found in the printed materials used in your division in first grade.) accurately decode unknown, orthographically regular, one-syllable words and nonsense words (e.g., <i>sit</i>, <i>zot</i>), using sound mappings to sound them out 	1.6a-c		
	<ul style="list-style-type: none"> read decodable text 	1.6		
	<ul style="list-style-type: none"> use letter-sound correspondence knowledge to sound out unknown words when reading text (PRD) 	1.5, 1.6		
	<ul style="list-style-type: none"> use phonetic strategies to self-correct reading when meaning breaks down 	1.9c		
	<ul style="list-style-type: none"> automatically recognize at least 150 high-frequency printed words (Each student may know a different set of words.) 	1.6		
	<ul style="list-style-type: none"> spell correctly three- and four-letter short vowel words (PRD) use invented spelling/phonics-based knowledge to spell independently, when necessary (PRD). 	1.12f		

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Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Decoding and Spelling (continued)	Students are expected to: <ul style="list-style-type: none"> • alphabetize a list of five to eight words according to the first letter 	1.14		
	<ul style="list-style-type: none"> • make a personal dictionary or word list to use in writing. 	1.14b		

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Fluency In first grade, students work on developing oral reading fluency. Fluent readers can read text with speed, accuracy, and expression (National Reading Panel, 2000). Fluency develops from reading practice, and classrooms should be designed to provide students with opportunities to read and reread materials at their instructional and independent levels. These materials include decodable text.				
Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Fluency The purpose of oral reading activities is to help students develop fluent reading habits that allow them to read text more quickly, accurately, and with appropriate expression.	Students are expected to: <ul style="list-style-type: none"> • read decodable text 	1.6	<ul style="list-style-type: none"> • PALS 1-3 • Classroom observations • Student demonstrations • Running records 	<ul style="list-style-type: none"> • PALS 1-3 Manual pg. 78 • English SOL Teacher Resource Guide http://www.pen.k12.va.us/VDOE/Instruction/eng_resource.html • PALS Web site http://curry.edschool.virginia.edu/curry/centers/pals/home.html • Sample English Curriculum CD http://www.pen.k12.va.us/VDOE/Instruction/Reading/reading.html
	<ul style="list-style-type: none"> • read and reread aloud to develop accuracy and fluency • engage in reading-aloud activities voluntarily • read a wide variety of self-selected and teacher-selected stories, poems, and informational texts aloud • use expression and intonation to convey meaning when reading aloud 	1.10		
	<ul style="list-style-type: none"> • use intonation, pauses, and emphasis that signal the structure of the sentence when reading orally 	1.8		
	<ul style="list-style-type: none"> • self-correct when necessary, using a variety of appropriate strategies 	1.8, 1.9, 1.10		
	<ul style="list-style-type: none"> • read aloud with accuracy and comprehension any text that is appropriately designed for the first half of first grade. 	1.9c, 1.11		

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Reading: Vocabulary In first grade, students continue to increase their oral vocabulary on a daily basis in all content areas. Like students in kindergarten, they know more words than they can read or write. They acquire most of their new vocabulary by listening to spoken language and hearing books read aloud, though reading and discussing books enhances the quality and breadth of their word knowledge (RWG 109).				
Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Reading: Vocabulary A student who encounters a strange word in print can decode the word to speech. If the word is in the student's oral vocabulary, the reader will be able to understand it. The larger a student's vocabulary, the easier it is to make sense of the text (Report of the National Reading Panel pg. 13).	Students are expected to: <ul style="list-style-type: none"> hear two to four books or other texts (for example, poems, letters, instructions, newspaper or magazine articles, dramatic scripts, songs, brochures) read aloud every day (RWG) 	1.1a	<ul style="list-style-type: none"> PALS 1-3 Classroom observations Student interviews Student demonstrations 	<ul style="list-style-type: none"> English SOL Teacher Resource Guide http://www.pen.k12.va.us/VDOE/Instruction/eng_resource.html PALS Web site http://curry.edschool.virginia.edu/curry/centers/pals/home.html Sample English Curriculum CD http://www.pen.k12.va.us/VDOE/Instruction/Reading/reading.html
	<ul style="list-style-type: none"> listen to and discuss every day at least one book or chapter that is longer and more difficult than what they can read independently or with assistance (RWG) 	1.1a & c		
	<ul style="list-style-type: none"> talk about words and word meanings as they are encountered in stories, poems, and conversations 	1.1		
	<ul style="list-style-type: none"> learn and use new words encountered in discussions and books that are read aloud 	1.2a		
	<ul style="list-style-type: none"> use a picture dictionary to locate unfamiliar words. 	1.14a		

Grade 1 English Standards of Learning Sample Scope and Sequence

<p>Reading: Comprehension</p> <p>In first grade, students should learn that comprehension is an active process that requires them to use their own experiences and learn new vocabulary in order to get meaning from stories they hear read aloud. By the end of the year, students are expected to demonstrate their comprehension of books that they read independently or with a partner, as well as books that adults read to them. They are also expected to read and understand simple written instructions and functional messages (RWG pg. 104).</p>				
Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
<p>Reading: Comprehension</p> <p>Comprehension skills should be systematically and directly taught to students.</p>	Students are expected to:			
	<ul style="list-style-type: none"> preview the reading material by looking at the book's cover and illustrations and reading titles and headings 	1.9a	<ul style="list-style-type: none"> PALS 1-3 Classroom observations 	<ul style="list-style-type: none"> English SOL Teacher Resource Guide http://www.pen.k12.va.us/VDOE/Instruction/eng_resource.html
	<ul style="list-style-type: none"> differentiate between fiction and nonfiction texts identify a range of different nonfiction forms including letters, lists, recipes, newspapers, and magazines 	1.11	<ul style="list-style-type: none"> Student interviews Student demonstrations 	
	<ul style="list-style-type: none"> use prior knowledge to interpret pictures use pictures to make predictions about text use pictures to confirm vocabulary choice 	1.7a	<ul style="list-style-type: none"> Running records Retellings 	<ul style="list-style-type: none"> PALS Web site http://curry.edschool.virginia.edu/curry/centers/pals/home.html
	<ul style="list-style-type: none"> use knowledge of the story or topic to make predictions about vocabulary and text notice when words do not make sense in context 	1.7b		<ul style="list-style-type: none"> Sample English Curriculum CD http://www.pen.k12.va.us/VDOE/Instruction/Reading/reading.html
	<ul style="list-style-type: none"> reread to confirm vocabulary choice 	1.7c		
	<ul style="list-style-type: none"> use cues of punctuation including period, question mark, exclamation point, commas, and quotation marks to guide their reading 	1.8		
	<ul style="list-style-type: none"> notice when sentences do not make sense 	1.8a		
	<ul style="list-style-type: none"> reread and self-correct when text does not make sense. 	1.7c		

Grade 1 English Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Reading: Comprehension (continued)	Students are expected to:			
	<ul style="list-style-type: none"> monitor their reading for meaning 	1.8b		
	<ul style="list-style-type: none"> choose a purpose for reading by looking at the illustrations, determining prior knowledge, and predicting outcome of the selection 	1.9a-b		
	<ul style="list-style-type: none"> draw on prior knowledge to make predictions before and during reading 	1.9, 1.11b		
	<ul style="list-style-type: none"> make and confirm predictions based on illustration or portions of the selections 	1.11		
	<ul style="list-style-type: none"> use knowledge from their own experience to make sense of and talk about a text 	1.11a		
	<ul style="list-style-type: none"> identify characters and setting 	1.11d		
	<ul style="list-style-type: none"> answer simple <i>who</i>, <i>what</i>, <i>when</i>, <i>where</i>, <i>why</i>, and <i>how</i> questions about a selection 	1.11c		
	<ul style="list-style-type: none"> retell the story in their own words 	1.11e		
	<ul style="list-style-type: none"> identify the theme or main idea of a short fiction or nonfiction selection 	1.11f		
	<ul style="list-style-type: none"> create artwork or a written response that shows comprehension of a selection 	1.11g, 1.12		
	<ul style="list-style-type: none"> extend the story orally or with drawings. 	1.11		

Grade 1 English Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Reading: Comprehension (continued)	Students are expected to: <ul style="list-style-type: none"> describe the causes and effects of specific events 	1.11		
	<ul style="list-style-type: none"> read aloud with accuracy and comprehension any text that is appropriately designed for the first half of Grade 1. 	1.9c, 1.11		

Grade 1 English Standards of Learning Sample Scope and Sequence

Writing <p>In first grade, students continue to learn and develop neat, legible handwriting. Handwriting should be directly and systematically taught and practiced. As their knowledge of letter-sound correspondence and their sight-word vocabulary increases, they use these skills to put their ideas and thoughts on paper. Students should write everyday for real purposes: letters, notes, signs, labels, and stories. In first grade students concentrate on writing a complete simple sentence, using basic conventions. They also begin to revise and edit selected pieces of their writing.</p>				
Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Writing: Usage Mechanics Composition	Students are expected to:		<ul style="list-style-type: none"> • PALS 1-3 • Classroom observations • Student demonstrations • Writing samples 	<ul style="list-style-type: none"> • English SOL Teacher Resource Guide http://www.pen.k12.va.us/VDOE/Instruction/eng_resource.html • PALS Web site http://curry.edschool.virginia.edu/curry/centers/pals/home.html • Sample English Curriculum CD http://www.pen.k12.va.us/VDOE/Instruction/Reading/reading.html
	<ul style="list-style-type: none"> • use standard letter formation • use standard number formation 	1.13a		
	<ul style="list-style-type: none"> • space words in sentences well • space sentences in writing correctly 	1.13b		
	<ul style="list-style-type: none"> • write a simple, complete sentence 	1.12		
	<ul style="list-style-type: none"> • use end punctuation correctly • start sentences with capital letters 	1.12e		
	<ul style="list-style-type: none"> • sound out words in order to spell them phonetically • use print resources in the classroom in order to spell words 	1.12f		
	<ul style="list-style-type: none"> • distinguish draft writing from final-product writing 	1.12d, 1.13		
	<ul style="list-style-type: none"> • use familiar writing forms including lists, letters, stories, reports, messages, and poems. 	1.12		

Grade 1 English Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Writing: Usage Mechanics Composition (continued)	Students are expected to: <ul style="list-style-type: none"> • use previous experiences to generate ideas • participate in teacher-directed brainstorming activities • participate in teacher-directed prewriting strategies, such as webbing, clustering, and semantic mapping to organize ideas 	1.12a		
	<ul style="list-style-type: none"> • participate in teacher-directed charting activities to organize information • write a sentence that focuses on one topic 	1.12b		
	<ul style="list-style-type: none"> • begin to elaborate ideas • use descriptive words (adjectives) when writing about people, places, things, and events 	1.12c		
	<ul style="list-style-type: none"> • use word processor to publish writing 	1.12h		
	<ul style="list-style-type: none"> • share writing with others. 	1.12g		

Grade 1 English Standards of Learning Correlated to the Organizing Topic

SOL	Oral Language	Phonological Awareness	Concept of Print	Decoding and Spelling	Word Analysis and Spelling	Fluency	Reading: Vocabulary Comprehension	Writing: Usage and Mechanics Composition
1.1	X						X	
1.1a							X	
1.1b	X							
1.1c	X						X	
1.1d	X							
1.2	X						X	
1.2a	X						X	
1.2b	X							
1.2c	X							
1.2d	X							
1.2e	X							
1.3	X							
1.3a	X							
1.3b	X							
1.3c	X							
1.3d	X							
1.4		X						
1.4a		X						
1.4b		X						
1.4c		X						
1.4d		X						
1.5			X	X				
1.5a			X					
1.5b			X					
1.5c			X					
1.6				X	X	X		

Grade 1 English Standards of Learning Correlated to the Organizing Topic

SOL	Oral Language	Phonological Awareness	Concept of Print	Decoding and Spelling	Word Analysis and Spelling	Fluency	Reading: Vocabulary Comprehension	Writing: Usage and Mechanics Composition
1.6a				X				
1.6b				X				
1.6c				X				
1.6d				X	X			
1.7							X	
1.7a							X	
1.7b							X	
1.7c							X	
1.8						X	X	
1.8a							X	
1.8b							X	
1.9				X		X	X	
1.9a							X	
1.9b							X	
1.9c				X		X	X	
1.10						X		
1.11						X		
1.11a							X	
1.11b							X	
1.11c							X	
1.11d							X	
1.11e							X	
1.11f							X	
1.11g							X	
1.12				X			X	X
1.12a								X
1.12b								X

Grade 1 English Standards of Learning Correlated to the Organizing Topic

SOL	Oral Language	Phonological Awareness	Concept of Print	Decoding and Spelling	Word Analysis and Spelling	Fluency	Reading: Vocabulary Comprehension	Writing: Usage and Mechanics Composition
1.12c								X
1.12d								X
1.12e								X
1.12f				X				X
1.12g								X
1.12h								X
1.13								X
1.13a								X
1.13b								X
1.14				X			X	
1.14a							X	
1.14b				X				

Grade 1 English Standards of Learning Sample Scope and Sequence

Publications:

National Academy of Sciences (National Research Council). *Preventing Reading Difficulties in Young Children*, edited by Catherine E. Snow, M. Susan Burns, and Peg Griffin. Washington, D.C.: National Academy Press, 1998.

A definitive work that synthesizes research on reading for preschool through grade 3.

National Center on Education and the Economy and the University of Pittsburgh. *Reading and Writing Grade by Grade*, by the Primary Literacy Committee. Washington, D.C.:1999.

U.S. Department of Health and Human Services Public Health Service, National Institutes of Health, National Institute of Child Health and Human Development. *Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction*, by the National Reading Panel. Washington, D.C.: April 2000.

A comprehensive, evidenced-based review of research on how children learn to read.

Virginia Department of Education and University of Virginia. *PALS 1-3*, by Marcia Invernizzi and Joanne Meier. Charlottesville, VA: 2000.